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ABSTRACT

A 12-week study evaluated the use of specific teaching techniques for improving the writing of 7th-grade students of English as a Second Language (ESL) in a process-oriented writing classroom. The subjects, 24 students of varied linguistic backgrounds, were pre-tested during the first week on writing skills, grammar awareness, and writing attitudes and interests. Three weeks of instruction were then devoted to teaching self-editing, three to peer editing, and three to use of teacher-student conferences to discuss writing techniques. Post-testing was conducted during the last 2 weeks. Cooperative learning activities and emphasis on global vs. local errors were stressed throughout. Results indicate only slight gains in self-editing skills, but greater gains with peer editing. Student-teacher conferences were highly effective in improving student writing skills. Possible explanations for the results are discussed. (Contains 40 references.) (MSE)

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ED 421 014

STRATEGIES FOR RESPONDING TO THE WRITING OF ESL STUDENTS

A Curriculum and Instruction Project

Presented to the

Faculty of

San Diego State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education

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by

Deborah Carolyn Joyce

Summer 1997

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CHAPTER I

INTRODUCTION

To be successful in the mainstream society, it is essential that all students develop the dominant secondary discourse of academia. Delpit (1992) explains there are a variety of discourses related to learning to read and write. She further states that "all discourses are not equal in status, that some are socially dominant-carry with them social power and access to economic success-and some non-dominant" (p. 297). With that in mind, it can be inferred that discourse can differ from simple literacy in reading and writing. Discourse can be construed as learning to read and write in a larger set of values and beliefs, i.e. the discourse of lawyers, or the discourse of academics as opposed to a primary discourse learned at home. The primary discourse of English as a Second Language (ESL) students is a foreign language, and at best parents who are limited English speakers.

According to Comer (1988) the failure to bridge the social and cultural gaps that impact this discourse may be a major influence of poor academic performance by lower socioeconomic minority students. For these students learning basic reading and writing skills will not be enough to help them break the cycle of low paying jobs or unemployment. They

require the academic level of reading and writing necessary for higher education that will help bring them into the mainstream. Educators must provide them with the education necessary to compete for jobs that demand these higher academic skills. Teachers need to instruct their students how to "cheat" the system, thus utilizing the discourse that could otherwise be used to exclude them from the mainstream (Delpit, 1992).

In California, the growing numbers of students whose first language is not English is causing educators to look at different methods that most benefit ESL students. To help ESL students develop academic discourse, it is important that they become proficient writers of the English language. However, developing ESL writers are often discouraged in their efforts at writing for several reasons. One problem is they can be overwhelmed by feedback from the teacher, when every error is highlighted. Also, creative thoughts and ideas can become limited when form is emphasized rather then ideas, which can create a breakdown in the writing process.

This study examines the strategies of self-editing, peer editing, teacher-student conferences, and emphasis on global vs. local errors for responding to the writing of ESL students. It assesses which strategies are valuable for helping ESL writers become competent writers of English, and thus acquire the academic discourse required for higher education.

A variety of strategies are available to assist evolving ESL writers in

a process oriented approach to composition writing. Shannon (1994) describes a process oriented classroom as a classroom where "instructors view writing as creative, generative, cognitive and nonlinear" (p. 3). Long (1992) elaborates on this concept and describes the 7 steps in the writing process that should be taught. These include: pre-writing, 1st draft, feedback, 2nd draft, feedback, final draft, and publishing.

This study evaluates the improvement of the writing of 7th grade ESL students in a process oriented writing classroom. The researcher utilizes cooperative group activities, peer editing, self-editing, teacher-student conferences, and emphasis on distinguishing global errors from local errors in responding to student writing.

It is important to help ESL students become competent writers of English as soon as possible, so they are able to compete with their native English speaking peers who have had access to mainstream discourse since birth. Teachers have a moral obligation to provide ESL students with an education that will allow them to be successful in our society. ESL teachers also have a legal obligation to provide ESL students access to a quality education that will allow them to succeed in our mainstream English language world.

Definition of Terms

Cooperative Learning. Students working together in groups of 2-4 towards a common goal.

Discourse. Literacy that includes more then reading and writing; it can be construed as learning to read and write in a larger set of values and beliefs, i.e. the discourse of lawyers, or the discourse of academics as opposed to a primary discourse learned at home (Delpit, 1992).

ESL-English as a Second Language. A student whose primary language was not English. Often the parents are non-English speakers.

Global Error. A communicative error that causes a reader to misinterpret a written message or to consider the message incomprehensible within the total context of the error (Hendrickson, 1976, p. 5).

Intermediate ESL. Students that are in their 2nd year of English only instruction.

LAS-Language Assessment Scale. A test that ESL students must pass by a certain score to be able go to the next level of ESL.

LEP-Limited English Proficient. A student who has limited proficiency in speaking, reading and writing in English.

Local Error. A linguistic error that makes a sentence appear unidiomatic or ungrammatical, yet causes the reader little or no difficulty in understanding the intended meaning of a sentence (Hendrickson, 1976, p. 5).

Peer Editing. Students' reading and commenting on classmates' papers (Hafernik, 1983).

CHAPTER II

LITERATURE REVIEW

There are a variety of strategies available to assist emergent ESL writers in a process oriented approach to composition writing. This study evaluates the improvement of the writing of Intermediate ESL 7th grade students in a process oriented writing classroom. To better design curriculum for teaching students to become more effective writers, the researcher selected articles on various methods for teaching and responding to writing in an ESL classroom. A discussion of these procedures including cooperative learning activities, peer editing, self editing, teacher-student conferences, and emphasis on global error vs. local errors follows.

Cooperative Learning

A variety of CL activities facilitate the writing process. Partner interviews are effective for pre-writing. Elbow (1975) recommends writing-response groups that bring together the same group of students over a period of time for editing and revising. The benefit is the readers become familiar with the style of the writers, and the writers become more adept at interpreting the reader's comments.

Calderon (1989) presented valuable information about the specific needs of LEP students when creating cooperative learning activities. Calderon's study demonstrated that CL activities are beneficial instructional tools for LEP students.

The preliminary findings summarized in Calderon's article are very promising and show (CL) for LEP students is successful. This data was obtained through observations of actual CL activities in a variety of classroom settings. CL can be used with students of all ages, as well as all levels of language proficiency. Students have the opportunity to integrate speaking, listening, reading and writing activities thus developing English proficiency skills, while learning content knowledge. CL advances the development of self esteem of LEP students. Finally, LEP students feel less threatened during CL activities, so quality learning can take place.

Calderon (1989) also described differences between cooperative learning and group activities. To be effective, CL skills must first be taught to students before undertaking an activity. This deters students from letting one person do all the work. The teacher's role shifts while employing CL methodologies according to Cohen (1994). The teacher becomes a mediator of an activity, rather than being the lecturer. Careful preparation by the teacher is essential to a successful CL activity.

Sperling (1992) advocates having a group of students writing

paragraphs or short essays together to practice for individual projects. Hillebrand (1994) contends that students should be able to select the members of their group in order for the group activity to be a success. Otherwise, no matter how carefully the teacher creates a group, the students' sense of autonomy will already be reduced.

According to Kagan (1995), cooperative learning is ideal for ESL students. They can naturally communicate at the appropriate level of their peers, thus reducing anxiety. Another benefit of CL is the small number of participants involved in each activity. Every student has an opportunity for interaction, as opposed to the approximate 30 to 1 ratio of teacher directed class activities.

Peer editing during the revising and editing stages of the writing process is an effective CL method for ESL students. An explanation and the benefits of this activity follow.

Peer Editing

Teaching ESL students to see writing as a process and not focusing only on a finished product is not a new concept. Zamel's (1982) case study examined teaching ESL students the writing process as native speakers experience it. The importance of pre-writing activities was emphasized, as well as the revision stage to clarify one's writing. In addition, Zamel pointed out the need to demystify writing. Teachers should make it clear to their ESL students that all writers utilize the writing process; native

speaker or non-native speaker; experienced or neophyte. It is important that students realize people do not magically sit down, and produce a complete, polished manuscript in one effort. All good writers learn to edit and revise as they work towards the final product.

According to Hafernik (1983), peer editing involves students reading and commenting on classmates' papers. It can be a learning tool for the teacher as well as the students. Hafernik found that peer editing is very effective for ESL students for a number of reasons. Often students believe they are the only person experiencing writing difficulties. After peer editing is implemented, they begin to see that other students have similar problems. They begin to see writing is a learning process. Peer editing can help them to take it more seriously, since they are expected to assist fellow students improve his/her work. Also, the class atmosphere may improve because students are depending on each other for support. Sometimes the "student-editor" may become more self-confident as a result of the prestige and support. Finally, peer editing can be employed as a teaching tool because the teacher begins to see the strengths and weaknesses of the editors, as well as the writers.

In this same presentation, Hafernik stressed several important guidelines to successfully bring peer editing into the classroom. Students must be coached on the methods. It is very effective to start with the whole class editing the same paper with the teacher using an overhead

projector. Moreover, it is important to present peer editing in a positive way and make sure the students understand the purpose of peer editing. For example, a teacher might explain that professional writers use editors all the time. Another important element to successful peer editing is to designate class time on a regular basis so students will see it as an essential part of the on-going writing process. Unfortunately, many ESL students are still taught to be more product oriented and do not see writing as a process; the emphasis is still on the finished product (Diaz, 1986).

Peer editing can help students become better writers in a process oriented writing class, because as Hughes (1991) states "to teach is to learn" (p. 42). As students help others they are indeed helping themselves to become more accomplished writers. Another key aspect of peer editing according to Horgan (1991) is it provides an "audience" for the writer which helps create a meaningful purpose for writing. This often results in improved performance by the writer.

Long (1992, p. 2) explained that in a process oriented writing class there are usually seven steps in the writing process. They include:

1. Pre-writing

   Goal: To generate ideas, learn about topic, collect information.

   Methods: Brainstorm, free write, discussion, or readings.

2. Draft 1 (not graded)

Goal: Produce a loosely structured composition with a central idea.

Methods: Write down everything student knows about the topic, early attempt to organize ideas.

3. Feedback on Draft 1

Goal: Narrow topic, clarify thesis, weed out irrelevant ideas, suggest organizational pattern, point out all incomprehensible parts, suggest further ideas or examples.

Methods: Peer tutorials, commenting guides, instructor conferences.

4. Draft 2 (not graded)

Goal: Produce revised, more focused composition improving content and organization.

Methods: Engaging feedback from Draft 1, rewriting and restructuring essay.

5. Feedback on Draft 2

Goal: Thorough examination of grammar, content, organization and style considerations by peer writer and instructor.

6. Final draft

Goal: To write a polished copy (final copy graded along with an assessment of supporting documents--i.e., editing guides and drafts--to verify process).

Methods: Student rewrites and edits paper regarding feedback

from others and self-review.

7. Post writing

Goal: To share writing (to instill sense of audience).

Methods: Post writing activities engaging peer writing, i.e., read polished writing assignments in class, exchange papers with another class.

Often students are expected to edit and produce content at the same time, which can be overwhelming. Then, they turn in a finished product to be graded and it may be returned covered with comments and "red line" error corrections they don't understand. Frequently, rather than learning from these comments and error corrections, they become confused and frustrated. Overall, this activity can become a waste of time for the student as well as the teacher (Huntley, 1992).

Adams, Power, Reed, Reiss, and Romaniak (1996) observed that students often get bogged down with concerns about spelling. They will sit and wait for the teacher to give the correct spelling which inhibits the writing process. Peer editing is valuable because the student can go to a peer for assistance rather then the student believing the teacher is the only source for help.

Therefore, to help students become better writers, teachers must help the students see that revising and editing are essential to producing good writing. Peer editing promotes writing as a process. Also, it is useful to

employ some type of checklist or editing questions. In this way, peer editing can be used to teach specific skill areas, depending on the points highlighted on the list or questions.

An unexpected benefit of peer editing is that it makes the student work with different kinds of people and see the writing from different points of view. Both of these types of training can be valuable in the future when students are involved in other types of collaboration (Villamil and DeGuerrero, 1996).

One drawback to peer editing is that it is very time consuming. For peer editing to be successful, a teacher must invest a great deal of time coaching students on this technique. In addition, Carson and Nelson (1996) point out some students may be more concerned about social harmony and will be afraid to criticize other students' work. It is important for the teacher to emphasize constructive criticism can help classmates improve their papers. However, these possible negative factors can be put aside because students who become good editors usually become good writers (Hafernik,1983). While peer editing is a valuable tool for most students, another editing strategy teachers can impart to their students is self-editing. This review's next section describes the self-editing process.

Self-Editing

ESL teachers help their students to become proficient speakers, readers, and writers of English so that they will become successful in the mainstream society. Watkins-Goffman (1989) believes that students can be taught to self-edit with questions that make the student think about the information contained in the text. These questions should be modified as necessary to make them appropriate for the type of composition being edited. These questions can contain information that varies from the specific to more general, as well as addressing positive or negative aspects of the composition.

Bosher (1990) has a slightly different approach to self-editing than Watkins-Goffman and Ferris (1995), believing editing of any nature should come at the end of the writing (rather then part of the process), so not to interfere or hold back the development of content. Furthermore, Bosher believes more emphasis on error correction will encourage the students to become more proficient writers.

As much as teachers would like to be around whenever their students need assistance, educators must help their students become self sufficient. Ferris (1995) states: "Because I will not always be there to help my students, it is important that they learn to edit their own work successfully" (p.8). In the classroom, during the various stages of the writing process, students often want the teacher's response. However, it

is necessary to teach them the methods they can use to self-edit. After some research, Ferris (1995) found that with a semester of coaching on self-editing, there was significant progress made by the students in their attempts at self-editing. Ferris suggests the teacher use several activities focusing on different aspects of the composition. Trying to focus on every error on all pieces of writing can be a futile exercise for both teacher and student. The amount of self-editing is adjusted as the semester progresses; starting with less at the beginning and adding as each student was ready. In this way, students do not feel as if they are being presented with an insurmountable task.

Another technique in the stages of editing and revising beneficial for ESL students is the teacher-student conference. The next portion of this review describes this procedure.

Teacher-Student Conferences

Teacher-student conferences can be a very effective editing and revising method for ESL students. The conference involves the teacher meeting with the students throughout the writing process to help the students discover errors that make their writing less comprehensible or polished. Xu (1989) explains that by reading and discussing the students' writing verbally you can help them to hear the "un-English" part of their composition. Students at the intermediate level and above can often hear

writing that is incorrect, even if they are not at a level to construct it themselves. This is one reason the teacher-student conference is a valuable tool, and very different from the editing strategies previously discussed. Sometimes a sentence is so incorrect that to respond in writing would be too complex. In a conference, the teacher can point out errors, and read aloud a more appropriate sentence.

Huntley (1992) agrees, and further specifies that even if the errors are easily corrected, the student often misses the point of the correction when responding to a written correction. Huntley adds that it is a more active form of participation for the students, and delegates responsibility from the instructor to themselves. It becomes part of the student's job to understand and learn from their mistakes. This role helps students to develop their skills as self-evaluators, thus helping them to become independent learners.

Samway (1992) suggests the conference should be an opportunity for the student to reflect on his writing and also notes the importance of the teacher realizing it is the student's writing. Mlynarczyk (1996) concurs with that point and adds "It's all about listening" (p.19). Kieczykowski (1996) believes conferences are of value because they help the student to see writing is really just putting ideas and conversations down on paper.

Any suggestions from the teacher should help the student become a more proficient writer, rather than focusing on the specific piece of

writing fitting the teacher's image of the perfect paper. The goal of a conference is to help the student learn self evaluation, and to trust his own judgment. In effect the teacher's goal is to put himself out of a job because the student has learned to make critical decisions regarding his writing (Calkins, 1986).

Sperling (1996) sees teachers as a reader having five possible perspectives which influence the direction of their comments during a conference, based on the needs of the student writer. These include an interpretive, social, cognitive, evaluative or pedagogical outlook, depending on the type of writing and the expectations of the student.

There is one other area of literature that provides a basis for designing a writing improvement curriculum. The final section of this review discusses the differences between global and local errors, and how this knowledge can aid ESL writers.

Global vs. Local Errors

Global errors were distinguished from local errors by Burt and Kiparsky (1974) to help writers determine how different types of errors impede the meaning of a sentence. The basic difference as noted by Hendrickson (1976) is that global errors can cause the reader to misinterpret or not comprehend a piece of writing, while local errors make a sentence appear ungrammatical without changing meaning. Therefore it seems reasonable that if teachers can help their students

focus on global errors, students' writing might improve. Porton (1978) maintains that if teaching ESL students communication skills is the main goal, teachers should focus on instructing students to look for global errors during the revising process.

A common global error of ESL students often involves tense continuity. According to Riddle (1986), using excerpts from various types of writing to discuss past and present tenses is a valuable teaching strategy. In addition, it is important these factors are discussed in context in order to make it more meaningful for the students. A newspaper can be a good example, because students see that the information being taught is part of everyday life.

In a study by Arani (1993), impressions of the gravity of errors were influenced by the reader's background and education. This supports the value of teaching ESL students to recognize the difference of global and local errors, so they can concentrate on correcting the global errors when self or peer editing.

Ihde (1994) indicates errors are often caused by poor understanding of grammar rules. This can be compounded for ESL writers when they substitute the rules from their native language when writing in English.

However, focusing on global errors in ESL writing does not mean the teacher should dismiss other errors. It is simply more effective to emphasize the errors that interfere most with meaning when

instructing emergent ESL writers (Cummins, 1995).

Finally, Miller (1996) offers a slightly different approach to pursuing grammatical errors in ESL students' writing. Miller suggests the teacher help students identify typical errors and focus on a specific type of error while editing.

This researcher believes that all of the methods discussed in this literature review have merit in an ESL classroom. Certainly, all will foster autonomous behavior from the students and help them to become more independent learners. For this teacher, it is important for students to achieve this goal, as well as to become competent writers. To have students achieve both would make the challenges of teaching more worthwhile. The action research described in the following methods chapter applies aspects of all these strategies. The progress of ESL students as writers of English is evaluated to provide evidence of how the instructional methods worked.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the implementation and evaluation of the instructional strategies reviewed in Chapter II. These strategies include cooperative learning activities, self-editing, teacher-student conferences, peer editing, and emphasis on global errors rather then local errors when responding to student writing. This chapter also includes a description of the subjects, instruments, and evaluation procedures used during this 12 week study.

According to the literature reviewed, the selected instructional strategies have some potential drawbacks. However, the overwhelming evidence indicates all the strategies have the potential to help ESL students become more proficient writers. Because it is the goal of this teacher to help students become good writers, she believes it is worth her time and effort to teach her students how to use these strategies. She also believes it is important these strategies become part of the classroom schedule. The results of this study will provide some indications of the value of these teaching and learning methods.

Subjects

This study took place in a 7th grade Intermediate level ESL classroom at an inner city school in Southern California. The school principal gave her approval for this study (Appendix B). The subjects of this study were 24 students in a self-contained 7th grade classroom. They are from Vietnam, Laos, Somalia, and various regions of Mexico and Central America. These students were classified as Intermediate ESL students by the LAS scores from the end of 6th grade, which placed them as second year English learners. A number of these students were truly at this point in English language development having been the United States three years or less. However, the majority of the students were Hispanic students who have been in the United States from 5-8 years, and in the city school's bilingual program.

Procedures

Implementation of the project began in April, 1997 at the beginning of the third trimester. The 12 week study was divided into five time frames. The first week was utilized to distribute the pre-test measures. Weeks 2-4 accentuated self-editing; weeks 5-7 emphasized peer editing; weeks 8-10 stressed teacher-student conferences, and the last two weeks were for the post testing. Cooperative learning activities and emphasis on global vs. local errors were used throughout the implementation.

The first writing sample was obtained from the students (the LAS was

given before the break as directed by the district). The teacher explained that the story should be at least three paragraphs long. She also reminded the students to use capital letters and correct punctuation. This story was scored by the researcher using a rubric (Appendix C).

Next, the grammar test was given (Appendix D) to create a baseline score on grammar awareness. Lastly, a writing survey (Appendix E) and a writing interests paper (Appendix F) were given to further aid in assessing the student's attitude towards writing. For the next three weeks this schedule of lesson plans was followed by the researcher:

Monday. Introduced self-editing: A writing sample was distributed to the students with a copy on the overhead. They also received a copy of "General Self-Editing Suggestions for Students (Kinsella, 1996, Appendix G). They were instructed to keep this in their notebooks for future reference. Finally, a Checklist for Self-editing (Appendix H) was passed out. The instructor demonstrated how to edit the writing sample using the checklist on the overhead, while the students made the corrections on their sample.

Tuesday. The students did three, five minute power writes. Power writing involves giving the students a subject and then a certain amount of time to write about the subject. At the end of the time, students count

the number of words and the teacher puts this information on a chart. This encourages friendly competition. The researcher selected this method so the students were more focused on ideas rather then grammar, spelling, and other areas related to final product. Furthermore, ESL students often get bogged down putting words on paper, and by creating this competition the students seemed to get started more easily. Next, for a homework assignment the teacher had the students select one of the power writes to rewrite by adding information, and then self-edit using the checklist.

Wednesday. A lesson on grammar was presented, and a discussion of global (big) errors vs. local (little) errors. Two writing samples were passed out to the students, one containing mostly global errors, and the other containing mostly local errors. Using the overhead, the teacher lead a class discussion to determine which were the most annoying, and made the piece of writing difficult to understand.

Thursday. Another writing session was held using a pre-writing activity and a prompt for the students to follow. For homework they were to utilize their checklist to revise and edit the paper.

Friday. One of the edited papers was selected for publication, and to

be graded by the teacher. A final writing checklist (Appendix I) was passed out for a final self-edit. An exact copy of this checklist was utilized by the instructor (Appendix J) for grading. This provided the students an opportunity to check areas specifically being graded while editing.

The subsequent two weeks also followed this schedule with two changes. The first variation was each Monday a new checklist or self-editing guide was introduced (Appendices K & L). Also, the Wednesday lesson focused on a different area of grammar each week. At the end of this three week period, a second writing sample was taken, to use for comparison with the pre-test. In addition, a reflections on writing (Appendix M) was given to see if the students felt the new strategy was helpful.

The second three week period of this research emphasized the strategy of peer editing, and its' influence on the writing performance of ESL writers. The same schedule was followed as with self-editing previously described with the introduction of peer response checklists and forms (Appendices N, O, & P). At the end of this period a third writing sample was collected to use in comparison with previously obtained samples. In addition, another reflection on writing was given to help determine the impact of this strategy on the student's writing.

The third instructional strategy, teacher-student conferences was introduced the first Monday of the eighth week. The schedule previously described was followed with the insertion of teacher-student conferences on Monday and Wednesday. These conferences were initiated by the students and lasted 3 to 10 minutes. The conferences took place while other students were self-editing or peer editing their rough drafts. The purpose of the conferences were to help the students grow as writers, not a "red lining" correction process by the teacher. The teacher used the conferences to ask questions about the writing and the help the student to clarify areas of writing.

The final two weeks of the study were utilized for the various post tests: the last writing sample, the LAS, a final writing reflection, and a writing survey.

Measures and Instruments

Several diagnostic pre-tests were given to provide baseline scores. The first test was the Language Assessment Scales (Appendix A), an instrument adopted by the school district to determine placement of ESL students for the following year. It measured reading and writing levels, however only the writing scores were utilized for this study. At the end of this research, the LAS was given again and those scores provided a post test for comparison.

The second diagnostic test was a student generated story, holistically-

graded by the teacher-researcher using a rubric (Appendix C). This rubric was developed by the teacher-researcher with reference to a rubric (obtained circa 1992, exact origin unknown). The story was written after a writing lesson that included pre-writing activities, and provided students with a prompt. During the various phases of the research, additional writing samples were completed by the students to assist in determining the effect of the specific strategy on improvement of writing ability. A total of four writing samples were taken for comparison and to assist in measuring the growth of writing proficiency.

The third test given at the beginning of the study involved a written "cloze" test (Appendix D). This cloze test was developed by the researcher with reference to a cloze test (obtained circa 1994, exact origin unknown). The students were required to select the correct grammar usage from a multiple choice answer. At the end of the study the same test was given to provide pre and post test scores. This was included in the research project to measure improvement of global error awareness.

When reporting the results of the tests, no student names were included. All students were assigned a number for identification purposes. This insured confidentiality for the students as well as preventing teacher bias during holistic grading.

In addition to the preceding measures, several other instruments were employed to determine the impact of the various instructional strategies

in assisting the students to become more competent writers. A writing questionnaire (Appendix E) was given to the students at the start of the research and again at the completion of the study. The results helped to determine if the new strategies made the students feel more positive and confident about writing. In addition, after the implementation of each strategy, a reflection on writing (Appendix M) was given to each student to help determine if there was any change in their attitude towards writing. Both instruments were developed by Adams, et al. (1996).

In conclusion, during a 12 week period, 24 7th grade ESL students were introduced to the strategies of self-editing, peer editing, teacher-student conferences and emphasis on global errors rather then local errors when responding to student writing. The LAS scores and a writing sample taken at the beginning of the study were utilized to establish baseline scores. These same measures were given at the conclusion of the study. The comparison of these pre and post scores helped to evaluate if these strategies were valuable to ESL students. The next chapter describes the results of the study.

CHAPTER IV

RESULTS

This chapter describes results of the curriculum implementation and evaluation of selected instructional strategies for ESL writers. These strategies include self-editing, peer editing, teacher-student conferences, and emphasis on global vs. local errors. Participants in the study were 24 intermediate level ESL students in the teacher-researcher's 7th grade class.

LAS Results

Student growth in writing competency level as determined by pre and post LAS measures is shown in Table 1. The changes in the raw scores of the LAS (Appendix Q) show some improvement in writing competency by 75% of the students. The post scores show 46% of the students went from non-writers to limited writers, and 29% of the students improved from limited writers to competent writers. The other 25% did not score high enough on the standardized scores to change their competency levels. However, every student achieved a higher standardized score then the pre-test showing some growth in writing ability (Appendix R).

Table 1

LAS Pre and Post Competency Levels

n= 24	Pre test	Post test
Competency levels	Percentages	Percentages
Non writer	54.17	8.33
Limited writer	45.83	62.50
Competent writer	0.00	29.17

Rubric Score Results

To evaluate the effectiveness of individual instructional strategies, the score from the first student generated story was compared to the writing sample taken after each strategy's implementation. Table 2 shows the results of the writing sample taken after instruction on self-editing.

Twelve students showed a gain of one point in their rubric scores, one showed a two point gain, and the remainder had the same score for their initial and second samples (see raw scores, Appendix S). These figures show approximately 54% of the students scored higher after the introduction of this instructional strategy.

Table 2

Self-Editing Writing Scores

n=24	Initial sample	Second sample
Rubric scores	Percent of Students	
1	33.33	0.00
2	41.67	62.50
3	25.00	29.17
4	0.00	8.33
5	0.00	0.00

Table 3 shows the results of the writing sample taken after peer editing was presented. Fourteen students gained one point from the initial sample to the third, five gained two points in their scores, and five students showed no gain as a result of peer editing (see raw scores, Appendix T). These scores show close to 79% of the students realized a gain in their writing scores.

Table 3

Peer Editing Writing Scores

n=24	Initial sample	Third sample
Rubric scores	Percent of Students	
1	33.33	0.00
2	41.67	41.67
3	25.00	25.00
4	0.00	33.33
5	0.00	0.00

Table 4 presents the results of the final writing sample taken at the culmination of this action research project. These scores reflect the student's writing ability after being introduced to all the instructional strategies reviewed in Chapter II. They include self-editing, peer editing, student-teacher conferences, and emphasis on global vs. local errors.

Two students gained three points, 10 gained two points, and 10 gained one point from pre to post writing samples. Only two students showed no gain in rubric scores (see raw scores. Appendix U). Nearly 92% of the

students displayed some improvement in their writing scores.

Table 4

Final Writing Scores

n=24	Initial sample	Final (fourth) sample
Rubric scores	Percent of Students	
1	33.33	0.00
2	41.67	20.83
3	25.00	37.50
4	0.00	20.83
5	0.00	20.83

Grammar Test

Another evaluation instrument was a grammar test (Appendix D). It attempted to measure the students' global error vs. local error awareness and general knowledge of correct English usage. Table 5 indicates positive or negative changes on pre and post test scores received by the students on the grammar test.

Table 5

Positive and Negative Changes in Grammar Pre and Post Test Scores

	Percent of Students n=24
Less then 0	12.50
0	29.17
0-5	50.00
6-9	8.33

Three students scored lower on the post test, seven had no gain, 12 answered 1-5 more questions correctly, and only two received a score of 5-10 points higher on the post test.

These results are not surprising when considered with the information presented in the literature review. Previous researchers found all the strategies to be valuable in helping ESL students to become more competent writers.

Surveys and Reflections

Several instruments administered to the students at the start of this research project and throughout attempted to gauge the students' frame of mind about the writing process. These instruments included a writing survey, reflections on writing, and a writing interests worksheet (Appendices E, M, & F). Table 6 displays the opinions generated from the writing surveys.

Table 6

Responses to Writing Survey

Question 1-When I think about writing in school, I feel. . .

Question Response	Pre/Post Percentage
Frustrated	24/16
Something else	39/26
OK	37/53
Excited	0/5

(table continues)

Question 2-When I think about writing at home, I feel. . .

Question Response	Pre/Post Percentage
Frustrated	33/19
Something else	54/28
OK	11/38
Excited	2/15

Question 3-If I'm asked to help a friend with his/her writing, I feel. . .

Question Response	Pre/Post Percentage
Frustrated	15/06
Something else	38/16
OK	37/58
Excited	10/20

(table continues)

Question 4-If I'm asked to read something I've written to an audience, I feel. . .

Question Response	Pre/Post Percentage
Frustrated	45/25
Something else	31/18
OK	21/47
Excited	3/10

Question 5-If I'm asked to publish something I've written, I feel. . .

Question Response	Pre/Post Percentage
Frustrated	35/15
Something else	21/11
OK	31/54
Excited	13/20

The writing survey given at the beginning of the study indicated that over 50-80% of the students were frustrated or would rather do something other than writing, if given the chance. The post survey shows

20-40% of the students were frustrated or would rather do something other than writing, if given the chance. The writing reflections produced similar results with students feeling more frustration at the start of the project, and somewhat more positive at the completion.

Some writing interests indicated writing helped the students to learn English, but they still weren't eager to write. One negative response was "I'd rather write than cut up a shark." Other negative responses were similar because the students would rather write than do some other types of school work. These negative attitudes at the beginning of the study were consistent with the surveys and reflections. The final writing interests were more positive, especially if the students were able to select their own topics.

In the next chapter, the teacher-reseacher reflects on these results and the value of the various instructional strategies. Her conclusions and recommendations based on this action research project are given.

CHAPTER V

CONCLUSIONS

This chapter presents the conclusions, limitations, implications and recommendations resulting from this action research project. The teacher-reseacher evaluates the instructional strategies of self-editing, peer editing, teacher-student conferences and emphasis on global errors rather then local errors when responding to student writing.

Conclusions

Several conclusions are based on the evaluation of the results of this research project. There were only slight gains in scores between the initial and second writing samples. This suggests little benefit from the self-editing strategy. Comparisons of the initial writing sample and the third one after the completion of peer editing show stronger growth in writing competency. This leads to the conclusion that peer editing was effective. The study's overall results show the greatest gains in scores from the pre and post LAS test, and the initial and final writing samples. This indicates teacher-student conferences are highly effective as a strategy for responding to student writing. However, there appear to be other values associated with the individual strategies.

The minimal growth after self-editing might be related to two factors. First, the students did not have the confidence to self-edit, and therefore it did not benefit them as much as some other strategies. The lower scores could also be the result of this strategy coming at the beginning of the study, when the students had less practice writing.

The higher gain on test scores after the peer editing was introduced and utilized could be attributed to several factors. Peer editing was presented after the students had been writing for three weeks, so the students probably had gained some competence just from writing on a daily basis. This strategy was also effective because it was appropriate to the cultural practices of most of the ESL students. In their families, it is common for them to help one another and work as a unit; thus peer editing was easily accepted by the students. It was natural for them to want to help each other to succeed. They also had the benefit of practicing general editing and revising methods over a six week period, and were more comfortable with these procedures.

The higher gains at the end of the study were not unexpected after the information gleaned from the literature review. The students wrote on a daily basis for twelve weeks. They became more practiced in editing and revising procedures and working together. The final strategy of teacher-student conferences helped them to expand as writers.

The poor results from the grammar tests do not discount the strategy

of introducing global and local errors to ESL students. It simply supports Arani's (1993) contention that the students education and background influence their ability to make these corrections. Since most of these students write at a primary level in English, they would be expected to make errors at that level. However, just because they cannot distinguish grammatical errors at a certain level, does not mean they should not be exposed to various types of errors.

Limitations

There were several limitations in this study that may have influenced the results. There was a high rate of absenteeism by several students, so they missed classes when strategies were introduced, as well as opportunities for peer editing. Four of the students are special education students, and they had difficulty in attempts at writing. Some other factors that could not be controlled by the teacher-researcher include the motivation level of the students, parental support and school experience.

Another limitation of this study is that the students were evaluated only by the teacher-researcher. Although numbers were used instead of student's names, some bias may have occurred in scoring the writing samples.

A final limitation is the 12 week time factor. Although most students showed improvement in their writing ability, if these strategies were utilized over the entire school year, the growth might be dramatic.

Implications

This teacher-researcher believes it was not one strategy that made the students improve as writers, but the combination of all three, as well as having the students write every day. The articles reviewed in Chapter III support utilizing not just one strategy in isolation, but a combination of all methods, depending on the ESL level of the student and the writing assignment's final goal. Although these strategies are time consuming and sometimes frustrating for ESL students, they are all worthwhile. When employed consistently these strategies will help students become more proficient writers.

This teacher-researcher suggests that ESL students are able to produce more writing than we teachers have previously expected from them. The results of this study support higher expectations for a student's improvement in writing over the school year. Writing is very difficult for ESL students, but students benefit if their teachers give them strategies to make writing less frustrating. The instructional strategies employed in this project are needed in ESL classrooms.

Recommendations

There are several changes the teacher-researcher would make if replicating this project. Self-editing would not be introduced as the first strategy. ESL students often do not have a great deal of confidence in their writing ability, and don't know how to look for mistakes. The teacher

would start with peer editing in groups of three or four students, so they really can support each other. No one student would be the expert. As the students become comfortable in this role, partner peer editing would be introduced. Teacher-student conferences would also be arranged during this period. Only after the students had been writing for a lengthy period of time, would self-editing be introduced.

Instead of teaching a general lesson on various error types, this researcher would follow Miller's (1996) approach to global vs. local errors. Miller suggests the teacher help the students identify their typical errors and focus on those when editing and revising. Exposing them to a variety of error types was confusing and did not produce the desired results. Finally, having another teacher involved in the scoring process of the LAS and writing samples might help to minimize bias in the assessment measurements.

There are a large number of LEP designated students in California. It is important that educators teach writing using methods that work in assisting these students to become competent writers of English. Additional studies of the instructional strategies in this project would be beneficial to find the optimum combination for utilization. It would also be useful for a study to apply these strategies for an extended period of time to check their value.

As Delpit (1992) points out "Individuals can learn the "superficial features" of the dominant discourses, as well as the more subtle aspects, and if placed in proper context, acquiring those linguistic forms and literate styles need not be "bowing before the master" (p.301). ESL teachers do not expect their students to turn their backs on their culture. However, without the dominant discourse described by Delpit, they may not be as successful in the English mainstream society. Therefore, it is essential teachers provide strategies for helping ESL students to become competent writers. This will enable these students to reach their potential and find their place in our mainstream society.

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APPENDIX A

39280

Reading/Writing

Form 2A

LAS®

LANGUAGE ASSESSMENT SCALES

Writing Component

Part 5 Finishing Sentences

Sample: She was hungry because _____

She was hungry because she didn't eat breakfast

1. If you take out the garbage, _____

2. Before you go out into the rain, _____

3. The dog growled and then _____

4. After you've finished reading _____

5. She will hold the ladder while _____

TOTAL SCORE

Page 1 STOP

Sharon E. Duncan, Ph.D.
Edward A. DeAvila, Ph.D.

CTB

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Student Initials _____

School _____

Birthdate _____

Date _____ ID No. _____

Teacher _____

45733

BEST COPY AVAILABLE

Part 6 What's Happening?

Sample

Two dinosaurs are fighting.

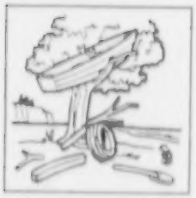
1

2

3 _____

_____

_____



4 _____

_____

_____

5 _____

_____

_____

TOTAL SCORE

STOP

39280

Part 7 Let's Write!

Val thought her new car would beat Bob's bike in a race. Jim raised the flag and _____

SCORE

STOP

APPENDIX B

SAN DIEGO CITY SCHOOLS

WOODROW WILSON MIDDLE SCHOOL

April 7, 1997

Dear Ms. Martin:

I am currently in the process of completing my Master's degree from San Diego State University. In order to complete my final project, I have designed an action research plan to use with my 7th grade ESL core. This action research plan will employ strategies that include: cooperative learning, peer and self editing, teacher/student conferences and error analysis. I hope to determine which strategies are more effective in helping ESL students to become proficient writers of English.

I am writing this letter to request your approval to pursue this action research plan in my classroom. I plan to begin the process at the start of the 3rd trimester. If this request meets with your approval please sign this letter on the line as indicated.

Thank you for your assistance in this matter.

Sincerely,

Deborah C. Joyce

Deborah C. Joyce

I give my approval of this project _____

principal's signature

APPENDIX C

ESL WRITING SCORING RUBRIC

NAME _____ DATE _____ SCORE _____

Score 5 Excellent
Student writes three or more paragraphs using complete sentences
Student uses capital letters and end punctuation correctly
Sentences follow a logical sequence
Verb tense and perspective are consistent
Very few or no spelling errors

Score 4 High
Student writes two paragraphs using complete sentences
Student has minor mistakes with capital letters and end punctuation
Mostly logical sequence
Minor errors in verb tense
Spelling errors do not inhibit the reader's understanding

Score 3 Pass
Student writes one paragraph using complete sentences
Consistent errors in capitalization and punctuation
Some confusion with verb tense
Spelling begins to impede meaning

Score 2 Low
Student writes several disjointed sentences
Frequent errors in capitalization and punctuation
Verb tense is confusing
Spelling seriously impedes meaning

Score 1 Minimal
Student responds with isolated words, no complete sentences
No attempt at capitalization and punctuation
No attempt at proper verb tense
Spelling makes writing unintelligible

Score 0 No credit
Student does not respond to prompt or simply copies prompt
Student writes in another language

Source: Developed by Joyce with reference to a rubric obtained circa 1992, exact origin unknown.

APPENDIX D

Name_____

Date_____

Grammar Quiz

Circle the correct answer.

1. _____ they reporters?
   a. Is
   b. Are
   c. Am

2. A: Tony works in a bank.
   B: No, he _____ in a bank.
   He works in a restaurant.
   a. don't work
   b. no works
   c. doesn't work

3. Duy is _____
   a. student Vietnamese.
   b. a Vietnamese student.
   c. Vietnamese student.

4. _____ Mark use a computer?
   a. Cans
   b. Does can
   c. Can

5. She _____ to school now.
   a. go
   b. gone
   c. is going

6. A: Bill needs a jacket.
   B: Give _____ that one.
   a. he
   b. him
   c. his

7. A: Is Sonia Michael's sister?
   B: Yes, she is _____ sister.
   a. her
   b. him
   c. his

Source: Developed by Joyce with reference to a test obtained circa 1994, exact origin unknown.

8. If he _____ too fast, he will have an accident.
   a. drive
   b. drives
   c. drove

9. They _____ the school tomorrow.
   a. are going to visiting
   b. are go to visit
   c. are going to visit

10. Is January _____ December?
   a. more colder than
   b. the colder than
   c. colder than

11. When he was a boy, he _____ the guitar.
   a. could playing
   b. can played
   c. could play

12. Mrs. Garcia _____ the train last night.
   a. no did take
   b. didn't take
   c. didn't took

13. Thuy _____ tennis last Tuesday.
   a. playing
   b. was play
   c. played

14. What movie _____ last night?
   a. did you see
   b. did you saw
   c. were you see

15. Where _____ tomorrow?
   a. will he go
   b. he wills go
   c. he will be go

16. She _____ home yesterday.
   a. has to stay
   b. had to stayed
   c. had to stay

17. I _____ TV yesterday afternoon.
   a. was watch
   b. was watching
   c. watching

18. He has lived here _____
    a. for ten years.
    b. since ten years.
    c. for ten years ago.

19. She _____ many good books.
    a. has write
    b. has wrote
    c. has written

20. Everybody _____ ice cream.
    a. like
    b. likes
    c. liking

21. He gave _____
    a. she a sweater.
    b. a sweater her.
    c. her a sweater.

22. We _____ breakfast early yesterday.
    a. eaten
    b. are eating
    c. ate

23. Please ask him _____
    a. not to talk.
    b. not talk to.
    c. not talking.

24. I _____ the dishes when the lights went out.
    a. have washing
    b. was washing
    c. am washing

25. He told me _____
    a. open the window.
    b. to open the window.
    c. opened the window.

26. I have a friend _____ has a pet snake.
    a. he
    b. what
    c. who

27. That's _____
    a. she saw the man.
    b. her saw the man.
    c. the man she saw.

28. If he had a bad cut, I _____ him.
    a. will help
    b. would help
    c. can help

29. We _____ Jim for ten years.
    a. know
    b. are knowing
    c. have known

30. _____ the work yet?
    a. Are you finishing
    b. Did you finished
    c. Have you finished

APPENDIX E

WRITING SURVEY

Name_____Date_____

Circle the answer choice that best matches your feelings.

1. When I think about writing in school, I feel . . .

   frustrated

   I'd rather do something else

   OK

   excited

2. When I think about writing at home, I feel . . .

   frustrated

   I'd rather do something else

   OK

   excited

3. If I'm asked to help a friend with his/her writing, I feel . . .

   frustrated

   I'd rather do something else

   OK

   excited

4. If I'm asked to read something I've written to an audience, I feel . . .

   frustrated

   I'd rather do something else

   OK

   excited

5. If I'm asked to publish something I've written, I feel . . .

   frustrated

   I'd rather do something else

   OK

   excited

Source: Developed by Joyce with reference to Adams, D., et al (1996, May). *Improving writing skills and attitudes through a writers workshop approach.* (ERIC Document Reproduction Service No. ED 398 595)

APPENDIX F

Writing Interests

Name_____.

Writing is_____.

I would write more often if_____.

I enjoy writing when_____.

I'd rather write than _____.

If you were to write your own story what would you write about?

_____

_____

Source: Developed by Joyce with reference to Adams, D., et al (1996, May). *Improving writing skills and attitudes through a writers workshop approach.* (ERIC Document Reproduction Service No. ED 398 595)

APPENDIX G

General Self-Editing Suggestions for Students

1. For initial drafts, concentrate only on getting your ideas down on paper.

2. While writing an early draft, put a question mark in the margin if you can't think of a word or remember the correct spelling, then check later so you don't interrupt your flow of ideas.

3. Take a break between writing your paper and proofreading your paper. Put it away overnight, so you will see it with a fresh mind and attitude.

4. Before you begin to proofread your draft, check your previous papers to see what kind of errors your teacher pointed out.

5. If you are not sure what to focus on when proofreading, ask your teacher to help you establish some priorities.

6. Focus on one error at a time.

7. Read only one sentence at a time. Highlight the words or sentences you want to pay attention to, and you will notice your errors more easily.

8. Ask a friend to read your paper out loud; this will help you to hear your errors.

Source: Kinsella, K. (1996). *General self-editing suggestions for students.* Paper presented at a workshop, San Diego, CA.

APPENDIX H

Checklist for Self-editing

Name_____Title of Paper_____

1. All my sentences begin with capital letters. Y____ N____
2. All my sentences end with the correct punctuation (. ? !) Y____ N____
3. I used complete sentences in my story. Y____ N____
4. I used interesting words in all my sentences. Y____ N____
5. My sentences do not all begin in the same way. Y____ N____
6. I checked my spelling to the best of my ability. Y____ N____
7. I have a beginning, middle and ending to my story. Y____ N____
8. I have used details to add interest to my story. Y____ N____
9. My story "paints" a picture with words. Y____ N____
10. The main idea is clear. Y____ N____

Name the main idea_____

Source: Developed by Joyce with reference to Rotta, L. (1995). *Techniques for assessing process writing.* (ERIC Document Reproduction Service No. ED 393 893)

APPENDIX I

Writing Checklist

Name_____Date_____

Mechanics:

_____Sentences are formed correctly.
_____Punctuation is used correctly.
_____The names of people and important places are capitalized.
_____Spelling is correct.
_____Verb tense in the story is consistent.
_____Pronouns are used correctly.

Content:

_____There is a beginning, a middle, and an end to the story.
_____The story makes sense.
_____There are details to make the story interesting.
_____Characters are described in detail(we can see them in our.
_____minds as we read the story).

Source: Developed by Joyce with reference to Rotta, L. (1995). *Techniques for assessing process writing.* (ERIC Document Reproduction Service No. ED 393 893)

APPENDIX J

Grading Checklist

Name_____ **Date**_____

MECHANICS (10 POINTS EACH)
____Sentences are formed correctly.
____Punctuation is used correctly.
____The name of people and important places are capitalized.
____Spelling is correct.
____Verb tense in the story is consistent.
____Pronouns are used correctly.

CONTENT (10 POINTS EACH)
____There is a beginning, a middle, and an end to the story.
____The story makes sense.
____There are details to make the story interesting.
____Characters are described in detail (we can see them in our minds as we read the story.

TOTAL POINTS:

GRADES: 85-100 A
75-84 B
65-74 C
Less then 64-revise and resubmit

Source: Developed by Joyce with reference to Rotta, L. (1995). *Techniques for assessing process writing.* (ERIC Document Reproduction Service No. ED 393 893)

APPENDIX K

Self Evaluation Checklist

Name _____ Title _____.

1. **Is the main idea clear? YES NO**
   Name the main idea:
   _____

2. **Did I use some vivid (interesting) words? YES NO**
   If NO . . . make some changes
   Example of vivid words:
   _____

3. **Are details (specific ideas) used to support the main idea? YES NO**
   Give an example of a supporting detail:
   _____

4. **Does the story have a beginning, middle and end?**
   YES NO

5. **Check for correct punctuation: YES NO**

6. **Check for correct spelling: YES NO**
   Use a dictionary to check.

7. **The first draft must be neat and easy to read for peer editing.**

Source: Developed by Joyce with reference to Adams, D., et al (1996, May). *Improving writing skills and attitudes through a writers workshop approach.* (ERIC Document Reproduction Service No. ED 398 595)

APPENDIX L

SELF-EDITING QUESTIONS

DIRECTIONS: Before turning in the final copy of your written assignment, carefully edit your paper. This way, you will avoid turning in a paper with careless errors.

1. Did you follow directions completely?

2. Did you indent for paragraphs?

3. Did you capitalize the fist word of each sentence, the pronoun "I", and all proper nouns?

4. Is there punctuation at the end of each sentence?

5. Are there any sentence fragments?

6. Are there any run-on sentences?

7. Are there any misspelled words?

8. Do any sentences begin with "So" or "They?"

9. Did you check for correct use of "it's and its?"

10. Did you check for correct use of "your and you're?"

Source: Developed by Joyce with reference to a self-editing worksheet circa 1996, origin unknown.

APPENDIX M

Reflections on Writing

Name_____ **Date**_____

When I look back at the work I have done, I feel

HAPPY **OK** **FRUSTRATED**

I have gotten better in (choose all that apply):

__**writing sentences.**
__**using capitals and periods.**
__**spelling.**
__**telling a story.**
__**telling my ideas about something.**

I am really proud of _____

_____

Next time I write I will _____

_____

Source: Developed by Joyce with reference to Adams, D., et al (1996, May). *Improving writing skills and attitudes through a writers workshop approach.* (ERIC Document Reproduction Service No. ED 398 595)

APPENDIX N

PEER EDITING

Author's Name_____

Editor's Name_____

What I liked best about the paper_____

_____

_____.

What I thought was a good sentence or word_____

_____

_____.

A question I have about the paper_____

_____

_____.

Source: Developed by Joyce with reference to Adams, D., et al (1996, May). *Improving writing skills and attitudes through a writers workshop approach.* (ERIC Document Reproduction Service No. ED 398 595)

APPENDIX O

Proofreader's Checklist

Author's Name_____Editor's Name_____

Directions: Carefully read the story to yourself. Look for any mistakes. Put a plus (+) or a minus (-) next to each item. A + will show that part of the story is correct. A - will show that corrections need to be made.

1. The author's name is on the paper. ___

2. The story has a title. ___

3. Each sentence is a complete thought. ___

4. Each sentence begins with a capital letter. ___

5. Each sentence ends with correct punctuation (. ? !). ___

6. No sentence begins with "And" or "Because". ___

7. Put others before I (Mom, Dad, and I). ___

8. Names are capitalized. ___

Now tell one thing the author did well or that you liked about the story.

_____

Source: Developed by Joyce with reference to Adams, D., et al (1996, May). *Improving writing skills and attitudes through a writers workshop approach.* (ERIC Document Reproduction Service No. ED 398 595)

APPENDIX P

PEER EDITING WORKSHEET

Name_____Date_____

Peer editor_____

1. What is the author's main idea?

_____

2. Help the author by finding any spelling mistakes.

Corrections are: _____

3. Help the author by finding any mistakes using capital letters. **Make corrections on the 1st draft.** _____ (initials of peer).
4. Help the author by finding any mistakes using punctuation marks. **Make corrections on the 1st draft.**
_____ (initials of peer).
5. Can you find a sentence fragment?

EXAMPLE OF SENTENCE FRAGMENT:

The old fashioned clock on the wall.
Help the author FIX the sentence fragment.
The old fashioned clock on the wall was made by Grandpa.
_____ (initials of peer).
6. Can you find a run-on sentence?

EXAMPLE OF RUN-ON SENTENCE:

Maria ran into the house and asked if she could go swimming with her friends and then she wanted to know if she could have these friends over for dinner and Maria promised to help clean up the table after dinner.
Help the author FIX the run-on sentence.
Maria ran into the house and asked if she could go swimming with her friends. She wanted to know if she could have these friends over for dinner later. Maria promised to help clean up the table after dinner. _____ (initials of peer).

If you find a run-on sentence please highlight it in the piece and fix it on a separate sheet of paper.
7. Is this writing piece clear? YES NO
If NO, give the author suggestions for improvements.

_____

Source: Developed by Joyce with reference to Adams, D., et al (1996, May). *Improving writing skills and attitudes through a writers workshop approach.* (ERIC Document Reproduction Service No. ED 398 595)

APPENDIX Q

Frequency Distribution of LAS Pre and Post Competency Levels

Students	Pre	Post	Change
1	2	3	1
2	1	1	0
3	1	1	0
4	1	2	1
5	2	2	0
6	1	2	1
7	1	2	1
8	1	2	1
9	1	2	1
10	2	2	0
11	2	3	1
12	2	3	1
13	2	2	0
14	1	2	1
15	2	3	1
16	1	2	1
17	2	2	0
18	2	3	1
19	2	3	1
20	1	2	1
21	1	2	1
22	1	2	1
23	1	2	1
24	2	3	1

note. According to the LAS competency levels are:

1-Non writer 2-Limited writer 3-Competent writer

APPENDIX R

Frequency Distribution of LAS Pre and Post Standardized Scores

Students	Pre	Post	Change
1	73	80	7
2	22	32	10
3	42	55	13
4	47	67	20
5	60	78	18
6	53	64	11
7	55	69	14
8	31	69	38
9	55	65	14
10	64	73	11
11	73	85	12
12	71	85	14
13	64	76	12
14	53	76	23
15	69	91	22
16	42	67	25
17	64	65	1
18	69	85	16
19	69	80	11
20	56	84	18
21	45	65	20
22	53	67	14
23	47	67	20
24	65	80	15

APPENDIX S

Frequency Distribution of Initial and Second Writing Sample Scores

Students	Pre	Post	Change
1	2	2	0
2	1	2	1
3	1	2	1
4	1	2	1
5	3	3	0
6	2	2	0
7	2	2	0
8	1	2	1
9	1	2	1
10	2	2	0
11	2	2	0
12	3	3	0
13	3	3	0
14	2	3	1
15	3	4	1
16	2	2	0
17	2	2	0
18	3	3	0
19	3	4	1
20	2	2	0
21	1	2	1
22	1	3	2
23	1	2	1
24	2	3	1

APPENDIX T

Frequency Distribution of Initial and Third Writing Sample Scores

Students	Pre	Post	Change
1	2	4	2
2	1	2	1
3	1	2	1
4	1	2	1
5	3	3	0
6	2	3	1
7	2	2	0
8	1	2	1
9	1	2	1
10	2	2	0
11	2	2	0
12	3	4	1
13	3	4	1
14	2	3	1
15	3	4	1
16	2	4	2
17	2	3	1
18	3	3	0
19	3	4	1
20	2	4	2
21	1	2	1
22	1	3	2
23	1	2	1
24	2	4	2

APPENDIX U

Frequency Distribution of Initial and Final Writing Sample Scores

Students	Pre	Post	Change
1	2	5	3
2	1	2	1
3	1	3	2
4	1	3	2
5	3	3	0
6	2	4	2
7	2	3	1
8	1	2	1
9	1	3	2
10	2	2	0
11	2	3	1
12	3	4	1
13	3	4	1
14	2	3	1
15	3	5	2
16	2	4	2
17	2	3	1
18	3	5	2
19	3	5	2
20	2	4	2
21	1	2	1
22	1	3	2
23	1	2	1
24	2	5	3

ABSTRACT

This study examined the instructional strategies of self-editing, peer editing, teacher-student conferences, and emphasis on global vs. local errors for responding to the writing of English as a Second Language students. The study took place over a 12 week period at an inner city school in Southern California. The subjects were 24 Intermediate level ESL students in a self-contained 7th grade classroom.

The procedures included giving pre-tests to establish baseline writing competency. During the 12 week period each of the strategies was implemented. A writing sample was taken at the conclusion of each strategy for comparison with pre-test scores. Several post tests were administered. These scores were compared to pre-test scores and scores of writing samples obtained as the study progressed.

The findings showed improvement in writing levels of all participants. The instructional strategies of self-editing, peer editing, teacher-student conferences, and emphasis on global vs. local errors help ESL students become more competent writers.